

NUTRITION and PHYSICAL ACTIVITY

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>1. Any staff member who prepares meals completes one of the following food safety trainings (choose ONE):</p> <p>a) Food Safety in Child Care-4 hours (Institute of Child Nutrition online training)</p> <p>OR</p> <p>b) Iowa State University Extension: 4 Food Safety Lessons</p> <p>OR</p> <p>c) Other DHS or IQ4K-approved Food Safety training</p> <p>OR</p> <p>d) ServSafe</p> <p>2. The program completes a self-assessment and creates an action plan in the area of nutrition.</p> <p>3. The program completes a self-assessment and creates an action plan in the area of physical activity.</p>	<p>1. The program (choose ONE):</p> <p>a) Participates in CACFP or NSLP</p> <p>OR</p> <p>b) Completes all of the following (as applicable to ages served):</p> <p>I. Iowa CACFP Meal Pattern Training-Steps to Success Module 2 (staff planning the menu and their supervisor)</p> <p>II. Iowa CACFP Infant Feeding Training-Steps to Success Module 15 (infant staff and their supervisor)</p> <p>III. Iowa CACFP Wellness Module-Meaningful Mealtimes (all staff responsible for mealtime supervision and their supervisor)</p> <p>IV. Implement the following policies regarding beverages:</p> <p>A. Serve children two years and older only 1%, skim or non-fat milk.</p> <p>B. Serve children one to two years old whole milk.</p> <p>C. Serve infants only breast milk and/or formula.</p> <p>D. Serve only 100% fruit juice.</p> <p>E. Serve juice no more than one time per day.</p> <p>F. Make water available throughout the day including at snacks and meals.</p> <p>2. The program identifies and implements one physical activity goal from the completed action plan in Level 1.</p>	<p>1. The program (choose ONE):</p> <p>a) Participates in CACFP or NSLP</p> <p>OR</p> <p>b) If exempt from CACFP, the program identifies and implements two nutrition goals from the completed action plan in Level 1.</p> <p>2. The program identifies and implements two physical activity goals from the completed action plan in Level 1.</p>	<p>1. The program (choose ONE):</p> <p>a) Participates in CACFP or NSLP AND identifies and implements one nutrition goal from the completed action plan in Level 1</p> <p>OR</p> <p>b) If exempt from CACFP, the program identifies and implements three nutrition goals from the completed action plan in Level 1.</p> <p>2. The program identifies and implements three physical activity goals from the completed action plan in Level 1.</p>	<p>1. The program (choose ONE):</p> <p>a) Participates in CACFP or NSLP AND identifies and implements two nutrition goals from the completed action plan in Level 1</p> <p>OR</p> <p>b) If exempt from CACFP, the program identifies and implements four nutrition goals from the completed action plan in Level 1.</p> <p>2. The program identifies and implements four physical activity goals from the completed action plan in Level 1.</p>

PROFESSIONAL DEVELOPMENT

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
4. All Staff complete a professional development plan within 6 months of employment and the plan is updated annually.	3. All staff that administer medication complete the Medication Administration Skills Competency Course (or other training as approved by DHS) and successfully complete a Competency Skills Evaluation Assessment Checklist. There must be one person who meets this criteria present onsite at all times.	3. All Teaching Staff complete 10 annual training hours of professional development.	3. All Teaching Staff complete 12 annual training hours of professional development.	3. All Teaching Staff complete 12 annual training hours of professional development.
5. All Staff complete the Iowa State University Extension's orientation for new staff training within 6 months of employment.	4. All Teaching Staff complete 10 annual training hours of professional development.		4. 60% or more of all Lead Teachers and complete the applicable Early Childhood Positive Behavioral Interventions and Supports (EC-PBIS) training: a) EC-PBIS Preschool Modules 1 & 2 b) EC-PBIS Infant/Toddler Modules 1 & 2	4. 60% or more of all Lead Teachers and the internal coach complete applicable Positive Behavioral Interventions and Supports (EC-PBIS) training (Choose ONE): a) EC-PBIS Preschool Modules 3a and 3b b) EC-PBIS Infant/Toddlers Module 3 c) Prevent Teach Reinforce for Young Children (PTR-YC)

IQ4K Staff Definitions

All Staff: Program Administrator or Director, onsite supervisor, and staff counted as part of staff ratio (DHS-Comm. 204)

Teaching Staff: All lead teachers and assistant teachers.

Lead Teacher: A Lead Teacher is responsible for providing a safe and developmentally appropriate program that complies with legislation, policies, and procedures. The teacher nurtures children, plans and provides instruction and other activities, and ensures student safety. Teachers supervise children at all times, communicate with parents/guardians, are familiar with emergency procedures, and ensure children with diverse needs are included and their needs are met.

Assistant Teacher: An assistant teacher works under the supervision of teachers or other licensed personnel who have the ultimate responsibility for the design and implementation of education and related service programs. Other terms used include paraprofessional, educational aide, associate, or instructional aide.

Program Administrator or Director: Program Administrators or Directors oversee the day-to-day operations of a program. They are in charge of all aspects of running the program, including scheduling trainings, planning educational activities, hiring and managing properly trained staff, handling the budget, and establishing well-defined policies and procedures. They are ultimately responsible for everything that takes place within the program and they act as the main communication hub between parents, teachers and children.

Internal Coach: (will get from EC-PBIS state team)

FAMILY AND COMMUNITY PARTNERSHIPS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6. The program provides an orientation for new families.	5. The program offers one conference with each family per year to discuss each child's progress, strengths, and needs in all developmental areas.	4. The program promotes cultural sensitivity.	5. The program completes 4 activities annually that promote partnerships (see Family and Community Partnership Activity Options).	5. The program completes 5 activities annually that promote partnerships (see Family and Community Partnership Activity Options).
7. The program completes 1 activity annually that promotes partnerships (see Family and Community Partnership Activity Options).	6. The program completes 2 activities annually that promote partnerships (see Family and Community Partnership Activity Options).	5. The program completes 3 activities annually that promote partnerships (see Family and Community Partnership Activity Options).		

Family and Community Partnership Activity Options

1. Host a speaker into the program
2. Coordinate field trips to community partners (i.e. fire station, EMS, city hall)
3. Host a group parent/guardian meeting; (parent/guardian provides feedback to the provider; Back to School Night is not an example for this type of meeting)
4. Provide a newsletter that is specific to your program or utilize social media to provide program information to families
5. 10% of enrolled children are served by Child Care Assistance (CCA)
6. Offers sliding fee scale, scholarship, or reduced fee for families not qualifying for CCA
7. Annually survey families with regard to program planning and policies and procedures
8. Minimum of 2 family conferences are offered per year to discuss child's progress and behavioral social and physical needs. Assessment information is shared with the family.
9. Active participation in a professional organization.
10. Program/Provider has a parent/guardian advisory group that meets at least twice a year
11. Program/Provider hosts at least 2 family events in a year
12. A program staff member/provider presents to a local organization about their program or other relevant topic at least once a year.
13. Program/provider has a systemic process for identifying children who are Dual Language Learners at program enrollment
14. Program/provider provides information to families in their primary language
15. Program employs at least one staff person who is bilingual in the home language of most of the DLLs in the program
16. Other activity that promotes family and community partnerships, as approved by DHS

TEACHING STAFF QUALIFICATIONS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
8. All Lead Teachers are participating in Tier 1 training or meet a higher Tier qualification on the Iowa Early Care and Education Teaching Roles Career Pathway within 6 months of starting employment (this level is met if the program is in compliance with the regulatory requirement of all staff taking Essentials).	7. All Lead Teachers meet Tier 1, Step 1 (40 hours of training towards a CDA) or meet a higher Tier qualification on the Iowa Early Care and Education Teaching Roles Career Pathway.	6. The average score for all Lead Teachers is 3 points on the Iowa Early Care and Education Teaching Roles Career Pathway.	6. The average score for all Teaching Staff is 4 points on the Iowa Early Care and Education Teaching Roles Career Pathway.	6. The average score for all Teaching Staff is 8 points on the Iowa Early Care and Education Teaching Roles Career Pathway.

IQ4K Staff Definitions

All Staff: Program Administrator or Director, onsite supervisor, and staff counted as part of staff ratio (DHS-Comm. 204)

Teaching Staff: All lead teachers and assistant teachers.

Lead Teacher: A Lead Teacher is responsible for providing a safe and developmentally appropriate program that complies with legislation, policies, and procedures. The teacher nurtures children, plans and provides instruction and other activities, and ensures student safety. Teachers supervise children at all times, communicate with parents/guardians, are familiar with emergency procedures, and ensure children with diverse needs are included and their needs are met.

Assistant Teacher: An assistant teacher works under the supervision of teachers or other licensed personnel who have the ultimate responsibility for the design and implementation of education and related service programs. Other terms used include paraprofessional, educational aide, associate, or instructional aide.

Program Administrator or Director: Program Administrators or Directors oversee the day-to-day operations of a program. They are in charge of all aspects of running the program, including scheduling trainings, planning educational activities, hiring and managing properly trained staff, handling the budget, and establishing well-defined policies and procedures. They are ultimately responsible for everything that takes place within the program and they act as the main communication hub between parents, teachers and children.

Internal Coach: An internal coach is identified by the program administrator to go into classrooms to support staff on the implementation of the EC-PBIS practices and be a member of the program's leadership team.

TEACHING AND LEARNING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
9. The Program Administrator and at least one Lead Teacher have been trained on the Iowa Early Learning Standards (2hrs.).	8. The program uses a curriculum that is aligned with the Iowa Early Learning Standards, addresses the multiple domain areas, and is specific to the ages of the children the program serves.	7. The program utilizes an appropriate assessment tool throughout the year that aligns with the curriculum to gather information on each child's strengths, progress, and needs.	7. The teaching staff use assessment data and information gathered about children and families to make changes in their learning environment and activities.	7. The teaching staff work with families and other experts to implement instructional and/or environmental adaptations that support the learning for each child, including those with diverse needs, identified disabilities, dual language learners, identified behavioral health needs, and/or specialized health needs.
10. The program develops and implements a comprehensive discipline/behavior policy that promotes positive relationships.	9. The program develops and implements a policy that eliminates or severely limits expulsion, suspension, punitive or other exclusionary discipline.	8. The program shares community resources with families as needed, based on the gathered information (example: provide contact information for the local AEA for further evaluation).	8. The teaching staff participate in planning with families and/or outside experts, as needed, for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral needs, and/or specialized health needs.	8. The Leadership Team completes Program Wide Positive Behavioral Interventions and Supports (PW PBIS) training: a) Leadership Team completes the 4 days of training (2 fall, 1 winter and 1 spring) b) Leadership Team must include an administrator, internal coach and teacher.
	10. The program develops and implements policies regarding the use of an approved developmental screening tool for all children in care within 60 days of enrollment and at least annually to identify children who may need additional evaluation and/or intervention strategies.	9. The program develops and implements policies and procedures for inclusive practices for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral needs, and/or specialized health needs.		

ENVIRONMENT				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>11. The program develops and implements, as applicable to ages served, the following policies aligned to Caring for Our Children:</p> <ul style="list-style-type: none"> a) Supervision b) Safe Sleep Policy c) Playground Equipment Stability and Fall Surfacing & Inspection d) Missing child e) Strangulation Prevention f) Sign-in/sign-out tracking system for children and visitors <p>12. Teaching staff annually completes: (choose ONE):</p> <ul style="list-style-type: none"> a) Interaction and Relationship Self-Assessment <p>OR</p> <ul style="list-style-type: none"> b) CLASS assessment for the age-level being served (one per classroom) <p>OR</p> <ul style="list-style-type: none"> c) TPOT or TPITOS tool (one per classroom) 	<p>11. The Program Administrator or Assistant Administrator completes the Environment Rating Scale (ERS) Training (choose between ITERS-R, ECERS-3 or SACERS, if applicable).</p> <p>12. The program provides an environment supportive to, and encouraging of, culture, age, race, ability, special needs, and gender diversity.</p> <p>13. The program develops and implements a Tobacco-Free/Nicotine-Free policy aligned to the Iowa Department of Public Health's policy guidelines (see resource guide).</p>	<p>10. 30% or more of Lead Teachers complete the Environment Rating Scale (ERS) Training series appropriate to the age group served (choose between ITERS-R, ECERS-3, or SACERS, if applicable).</p> <p>11. The program completes the Health and Safety Checklist for Early Care and Education Programs.</p> <p>12. The program develops and implements a policy regarding oral health (aligned with Caring for Our Children).</p>	<p>9. 60% or more of Lead Teachers complete the Environment Rating Scale (ERS) Training series appropriate to the age group served (choose between ITERS-R, ECERS-3, or SACERS, if applicable).</p> <p>10. 1/3 of classrooms complete the ERS scoresheet and improvement plan using appropriate scale (a minimum of 1 classroom per scale, if applicable).</p> <p>11. The program scores an average of 2.5 or higher on the Health and Safety Checklist for Early Care and Education Programs.</p>	<p>9. 80% or more of Lead Teachers complete the Environment Rating Scale (ERS) Training series appropriate to the age group served (choose between ITERS-R, ECERS-3, or SACERS, if applicable).</p> <p>10. 1/3 of classrooms receive an overall score of 5 or higher on the ERS assessment (a minimum of 1 classroom per scale, if applicable).</p> <p>11. The program scores an average of 2.75 or higher on the Health and Safety Checklist for Early Care and Education Programs.</p>

LEADERSHIP AND ADMINISTRATION

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
13 All Staff complete the IQ4K Staff Self-Assessment annually. The Program Administrator completes the IQ4K Program Assessment annually. Self-assessments and reviews are used to improve the professional and the organization, not used as punitive.	14. The Program Administrator completes and annually updates the Quality Improvement Action Plan.	13. The Program Administrator completes (choose ONE): a) NAC (or other series training as approved by DHS) OR b) 30 training hours in early childhood and 10 training hours in leadership, administration, or management.	12. The Program Administrator meets Tier 1 (CDA or 120 EC training hours; AND 10 training hours in leadership, administration or management) or higher on the Iowa Early Care and Education Program Administrator Roles Career Pathway.	12. The Program Administrator meets Tier 2 (9 credit hours in EC AND 3 credit hours in leadership, administration, or management) or higher on the Iowa Early Care and Education Program Administrator Roles Career Pathway.
	15. All Staff receive a written evaluation at least once a year.	14. The Program Administrator has at least 3 years of full-time experience working in the field or 1 year of full-time experience as a Program Administrator.	13. The Program Administrator has at least 2 years of full-time experience as a Program Administrator.	13. The Program Administrator has at least 3 years of full-time experience as a Program Administrator.
	16. The Program Administrator has at least 2 years of full-time experience working in the field.			